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The business department of THE JOURNAL is on page 370.

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VERY teacher in America should sound an alarm concerning immigration. For half a century it has been going on, increasing in these later years at a fearful rate. The immigrants for many years were simple-minded, industrious, earnest to improve their condition; then the nations in Europe began to empty their alms-houses and their jails; then, finally, their lunatic asylums upon us. Travelers tell us it is quite common for a police official to say to a man arrested for burglary or other crime—"five days to clear out—off to America with you." Crime of all kinds is rapidly increasing; instead of the ready obedience to law, we are now becoming dependent on the military!

The railroads received large grants of land to enable them to build; to sell their lands these roads sent agents to Europe to induce immigration; these men have told the most astounding lies about America; the "Arabian Nights" have been outdone. So the poverty-stricken of the Russians, Poles, Slavs, Huns, Turks, Scythians, Italians, Greeks, scrape up enough money to buy a steerage ticket and pour in upon us. They settle in the cities; having no industrious habits they live on refuse and beg for the rest. Much of the daily newspaper is devoted to the crimes they commit.

It must be looked on as a great national evil that has befallen America. Rome that conquered the world could not stand the "swarms from the north" that would settle on her borders. We urge every teacher to bring this question up before his community. Especially may the teachers of the South aid us. Congress must put a tax on each immigrant, enough to keep him in Europe. If they will immigrate let them go to South America.

The matter of grading the country schools is one that must come up for adjustment. Dr. W. T. Harris rightly believes that the rural schools cannot be graded on similar lines with the city schools; they must have a plan of classification which has a special application. The difficulty is here: in every school of thirty or forty pupils there are ten (city) grades; but time will not permit hearing the lessons of ten grades, so they are condensed into four or five grades. Thus a first and a third grade pupil will be together in a class; so a fourth and a sixth, a seventh and a ninth. He suggests a monitorial system.

It has been suggested in these pages that a curtain be suspended across one part of the school-room and an older girl teach the younger pupils (she being taught by the teacher) A teacher, now a noted principal, said

lately, "The best work I ever did was in an ungraded school. I look back with longing to that period." Some one who could write a book on this subject should do so.

There are two great subjects that should claim the attention of teachers when they assemble in state or national conventions—one concerns the teacher himself; the other the pupil. It is surprising what a quantity of miscellaneous subjects are taken up that have only a very remote relation to the teacher or the pupil! Only when the teachers concentrate their attention upon these subjects will any great results be achieved. A program is commonly arranged by the president who puts on a piece of paper the names of those who ask that they may read papers. The proper way is for him to ask the ablest teachers to discuss the above named subjects.

There is a storm rising out of the neglect to provide suitably and largely for the educational interests of the country at the Chicago fair. There is to be room for Esquimaux, dogs and all, but the school exhibits will have to put up with scant quarters—as it now looks. An American World's fair and the schools left out would be a serious mistake. It was not thought possible to have Columbus' day properly celebrated in New York without calling out 40,000 youth to represent the schools. Don't make the mistake of your life, Mr. Director General.

Will the teachers make a little effort to send us a brief, running account of how they celebrated Columbus day in their schools? THE JOURNAL has made an effort to furnish the wherewithal for this day's patriotic and happy observance, and now it is ready to listen to the echoes of what was done, all the way from the "Golden Gate" to the Southern Florida coast. Short, spirited reports will be welcome.

A letter from a normal principal declares the doubt of the writer as to the usefulness of "teaching the theory of education until the practice is entered on." THE JOURNAL holds that the young man who decides to be a teacher should begin at once to investigate the foundation principles—more closely, that a student in a normal school should be set to study education on his entrance day. In compliance with this idea, the students in the first normal school founded by New York were addressed by Mr. Page on educational topics, there being no books to study in those days. In later years the study of education was postponed until the graduating term; later still the last year, and in some of the schools the last two years, are spent in the study of education. The whole tendency is toward the ground taken by THE JOURNAL, to start the student at once on a course of study concerning the history, principles, methods, and civics of education

## Foolishness in Detroit.

It seems that the board of education of Detroit, Mich., adopted a resolution October 13, declaring that hereafter the teachers in the public schools of that city must be persons who have received their entire education within the Detroit public schools and high school. Here is the resolution:

*Whereas*, It has been thoroughly and satisfactorily demonstrated that teachers in our schools who have not received their education in our public schools do not show as good results in their work as those who have secured their education in our public schools; now be it

*Resolved*, That henceforth no person shall be eligible to teach in our public schools who has not received his or her entire education in our public schools and shall be a graduate of one of our higher schools.

It hardly seems possible that such narrow-mindedness could exist in this enlightened land! It is on a par with the action of the strikers at Homestead. "Belong to our clan or you get no work," was their motto. "Graduate from our schools or you cannot teach here," says the Detroit board of education.

Who will suffer? The children; but the public schools in Detroit evidently do not exist for the children. So it is in many places, it must be confessed. The poor children must suffer that certain politicians may gratify their "heelers." What a book could be written in many of our cities about the need of "influence" to get places to teach! This resolution means that the politicians of Detroit will not be satisfied unless they have all of the appointing power in the schools.

The "whereas" is simply base slander on one-half of the teachers of Detroit. If the narrow-minded board of education had passed the resolution, bare and simple, they would have done far better than to have given an unmitigated falsehood as a reason. What the great number of teachers thus slandered will do about it remains to be seen. If they do not send out to Toledo, Cleveland, Chicago, New York, and Philadelphia, and demand that experts come and inspect their work, we think they will make a great mistake. Let them not sit idly down; let them meet and act.

Just west of Detroit at Ypsilanti is the state normal school, presided over by Prof. J. M. Sill, once superintendent of the schools in Detroit, and confessedly one of the ablest educators in the entire West. Many of the graduates of that normal school are teaching in Detroit—they are now informed that they cannot show as good results as the untrained teachers in the employ of the city. If this be true the city should refuse to pay the tax required to support the state normal school.

The men who buy pictures in Detroit should now refuse to buy any not painted by Detroit artists; the people should raise their own wheat and corn; they should dig up their flower beds and plant potatoes and cabbages,—put up a Chinese wall and keep out all but native born.

What a spectacle for the nineteenth century is presented by this board of education. It is a board to hinder education and not promote it! Let not the teachers who are so unfortunate, as not to have been born in Detroit be frightened; that resolution will be rescinded. The wheels of progress do not turn backward as this sapient board would seem to think. Another board possessed of sound sense will meet and resolve, "Detroit wants the best teachers, no matter where they come from or what their price is."

The city of New York, last spring, took the Rev. Howard Duffield away from one of the Detroit churches because he was a most eloquent and devoted preacher

of the Gospel. In like manner let Detroit look around and find good men and women, and invite them to take charge of her schools. The board of education must ere this have had their ears tingled by the remarks made by wiser men than they, as they have been met in the streets. Certainly, the narrowest and meanest educational business of the day has been the passing of the resolution of exclusion by the Detroit board of education. It makes one wonder what sort of men have been put in charge of the school interests.

Last spring the teachers of that city held an institute and were addressed by New York State Superintendent A. S. Draper, much to their edification; but he can do it no more. Detroit wants no institute conductors not born there and taught in its public schools. Away with Webster's Dictionary, it is not made in Detroit! Away with the Encyclopedia Britannica, *Harpers' Monthly*, *The Century*; in fact, with all brain-work or brains not originating in Detroit.

Let no one think this paper is going to suspend stirring up the "certificating business." Here is a letter from a graduate of a New York state normal school that says his diploma was tossed aside by a county superintendent in California as of no account; and we note in an exchange from the same state that a county superintendent feels at liberty to recognize the life diploma of the state or not.

The wonder is that the teachers sit down meekly and devise no remedy! State associations meet and listen to disquisitions on the teaching of history; the National meets, drawing together teachers one thousand miles apart, and neither says a word on the subject. The only man we know who appreciated the importance of this matter was Andrew S. Draper when state superintendent of New York state.

The practical point is this: if President Eliot, of Harvard, wanted to teach in California some official would insist upon asking him questions; so of all the states and many of the cities. It is "nullification" applied to education.

It must have struck a good many who have been looking on and philosophizing that the upward movement of women must have causes. Several gentlemen were considering this problem lately and one remarked as he took a cigar from between his teeth: "There is one thing a woman has in her favor that has immense influence—she does not use tobacco. That we smoke is against all of us—I know it and am willing to say so." The others listened considerably, for they knew the speaker's weakness. It is a fact that in the coming days those who are to wield power will be neither smokers nor drinkers. Woman has entered the arena of moral and intellectual forces; she can hold her position by being spiritually stronger; if she smokes or drinks she will fall from the place she holds. She knows this as well as a man. The point is that man loses his moral grip on his perch by the use of narcotics or alcoholics.

A gentleman who has been visiting schools has just left this office, and among other interesting things of his experience he said: "I found one teacher with a *Fire-side Companion* on her desk, a blanket shawl around her shoulders, and the thermometer at 95°. She was crocheting and the children were half asleep. She seemed very comfortable."

## The Teacher's Sources of Inspiration.

By JAMES BUCKHAM, Burlington, Vt.

No work can be truly well done without the enthusiasm of inspiration. But every worker may be inspired, no matter what the conventionally assumed grade of his task may be, provided it is worthy work done for the good of mankind. There is inspiration in laying a wall, if it be laid well and true—just as genuine inspiration as in writing a book. For the quality of inspiration does not consist so much in what one does as in the spirit with which the task, whatever it may be, is performed.

The profession of teaching is one whose success very largely depends upon the enthusiasm with which it is conducted. A teacher who lacks this quality seldom accomplishes the best results in his work, no matter how faithfully he may toil. The laborer's soul must be in his task. The way to impart knowledge is to love, not only knowledge, but the privilege of sharing it with others. And this sincere love of the teacher's chosen task grows out of the inspirations peculiar to it. No profession has nobler ideals or more inspiring possibilities to uplift and inflame the souls of those who devote themselves to it, than the profession of teaching. Let us glance at a few of the sources of the teacher's inspiration.

First of all, there is the lofty consideration that the teacher's influence is, above all others save that of a parent, the formative influence in the life of the young. The hand of the teacher, like the hand of the potter, determines the shape and character of that finer human clay which God sends into the world so plastic and impenetrable, but which so quickly hardens into the fixed and firm outlines of character. There are other processes in life which contribute to the development and completion and embellishment of character, just as the potter's clay must go from his hands to those of the glazier and the decorator; but the shaping of life, the determination of its general purpose and trend, depend in large measure upon the kind of instruction and the kind of influence which are brought to bear upon the young in the school-room. Let the teacher reflect that each day and hour he is shaping, from material in comparison with which the finest Parian marble is gross and worthless, statues more beautiful and more immortal than those of Praxiteles, and the inspiration of the thought should flood his whole being with such a joy and passion of service that every day of toil should be haloed with sanctity, and every hour of restful reflection filled with thankfulness and consecration. "What chisel can carve an angel?" asks the poet. Truly, no chisel of steel; but with a diviner instrument, the influence of character upon character, and mind upon mind, the teacher is every day cleaving, and shaping some immortal son of God, whose being shall outlast the sun and stars.

A second source of the teacher's inspiration is the thought that education is the great world-moving and world-determining force of to-day. The avenue to success in any department of life now lies straight through the temple of knowledge. All great industrial, mechanical, scientific, and literary achievement must be purchased with the gold of education. The teacher, then, stands at the gateway of power. He is the guardian and the steward of the world's most priceless treasure. In imparting knowledge to others he is discharging the most noble and important service possible to man. The teacher sustains very much the same indispensable relation to the intellectual prosperity of a nation that the farmer sustains to its material prosperity. All material wealth depends upon the fruit of the soil. So all intellectual wealth depends upon the fruit of the school, the kind of equipment which our boys and girls our young men and women, are getting from the educational institutions of the land. The teacher controls the source of a nation's chief prosperity. He is the director of its highest energy, the arbiter of its most enduring destiny. What honor, what responsibility, what inspiration should belong to this noblest of human func-

tions! There are few grander or more sustaining inspirations than the consciousness of power; and surely the power of the teacher, in this age of the world, quiet and unassuming though it may seem, is not surpassed by that of the proudest in authority.

Once more, there is inspiration for the teacher in the fact that the greatest minds in the history of the race have believed in him, extolled him, and encouraged him. Where will you find, in all classical literature, ancient or modern, a passage which belittles or condemns the work of the educator? While other professions, even the most sacred, are often assailed and decried, genius has but one sentiment, one utterance, for the instructor of youth. The salutation of literature to the educator is always, "*Salve! benedicite!*" From the earliest bard to the most modern of essayists, those whom God "whispers in the ear" have a message of kindness and respect for the teacher. What grander inspiration than to be well thought of by those who have thought the best? When the poet and the philosopher, the essayist and the preacher, the scientist and the man of affairs, with one voice unite to honor the teacher, is there one who shall stand up in our midst and say that the life of the educator lacks the power of inspiration?

## What to Do.

By MARTIN L. TOWNSEND, New York City.

The young person who has determined to be a teacher often looks forward with dread to the school-room; he asks himself and he asks others, "What shall I do if the children whisper?" "What shall I do if a child will not mind?" Now my advice is not to think of the matter in that way. It is true, that if you have accepted an invitation to dinner, you may think what you will do if the host proposes to take you out to dinner, etc. You will then be in a world where "good form" amounts to something. But the troubles you speak of do not arise from your ignorance of forms in the school-room. A school will be shaped in accordance with what a teacher is, rather than what she does, though the two may be closely connected. The best preparation for such emergencies as will face the teacher, lies in the mental strength, the ready tact, the good common sense, the self-reliance, the cool judgment, to which he has been growing all his life, if he has not wasted his time.

Have I mental force or strength? Have I tact in readiness? Have I good common sense? Am I self-reliant? Have I a cool judgment? These are the questions I shall ask you when you propound the questions above, to me. I do not know what you will do; you do not know what you will do. You will use your mental power, your tact, your common sense, your in-born self-reliance, your judgment. A man goes out with a gun into a jungle to kill a tiger that is there; he does not know precisely what he will do; he will use his mental and physical force, his judgment, and his common sense.

You will now ask, "Have I these qualities?" That is indeed a question more important than, "What shall I do if Johnnie laughs when I reprove him?" Suppose you examine yourself a little. You were introduced to a stranger last evening; it was not the one you would have preferred to talk to, but it gave you an admirable opportunity to exert the qualities referred to.

Then again, you must have had during the past year some special opportunity to use your judgment. Think over the occasion and inform yourself, whether, from the way you conducted yourself, you have a right to believe you have good judgment; it is the good judgment that distinguishes any one. George Washington had an extra good judgment.

You will, if you meditate a little, feel that you must be able to exert all these qualities in relation to human beings, and so you will try to cultivate your tact, common sense, etc., by relating yourself to human beings. You are to talk to some one in the course of an hour; will



you do your level best to exert your mental force, your tact, etc., so that he shall see you possess them; yes, so he will feel it? If you can do this for that one, you will probably be able to do it so the school will see and feel it. If you can make a school feel your mental force you need not trouble yourself about Jenny's ill manners when you told her to walk across the room more quietly.

The thing that the young teacher should do before she enters the school-room is to practice using her judgment, her tact, her common sense, etc., on everybody she meets. If she has these qualities all the Johnnies and Jennies will be vanquished when she faces them; she will have these mental qualifications if she has brought them out by practice.

But it is well, when Johnny disobeys, as he very likely will, not to be disconcerted or show that you are troubled. Can you look him coolly in the eye? You must learn to do that. Practice on this, for you will need it. A teacher once had a big boy who was rude and troublesome; she called him to her desk; he came and while standing about a yard off she looked him steadily in the eye. Then she said coolly and slowly, "You may take your seat." That boy felt his teacher's mental force; it troubled him. After school he came up and said, "I don't see what you called me up for; I haven't done anything." Now for the tact. She looked him coolly in the eye again and said, "Come here again on Friday; (this was Wednesday); I have nothing further to say at present." At that time she had him in a state of mind where good judgment made him a helpful friend.

But she did not know before she went into that school-room just what she would do. This does not mean to act in a haphazard way; far, far from that. It means that one should train his mental powers by exercising them on his parents, friends, and acquaintances, so that they shall possess strength. Teaching a class in a Sunday school is good preparation; aiding in bringing up your younger brothers and sisters is good preparation; visiting and entertaining people is good preparation; everything that makes you stronger is good preparation.

## The Naming of America.

By Miner H. PADDOCK, A.M., High School, Jersey City, N.J.

It would seem that anything so important as the christening of one of the two grand divisions of the earth's surface only four centuries ago, need not involve much of mystery. The disposition to make a puzzle of it arises from the fact that one man discovered the new world, while another, otherwise unknown, enjoyed the distinction of giving his name to the greatest recorded geographical discovery.

Some attempt has been made to solve the riddle by working it backwards, as when Dr. E. E. Hale declares "the world has been too swift to suppose that America took its name from Vespucci," rather than that he took his name from America, somewhat as Chinese Gordon and Scipio Africanus derived their geographical distinctions.

M. Marton produces additional "evidence" in the word *Amerrick*, Indian name of mountains in Central America. He says, beside, that the name of Vespucci was Alberigo, easily adapted to Amerigo.

It is true that HARRISSE gives several spellings of Vespucci's name, used by various writers, but for this we have a reasonable natural cause in the fact that poor spelling was even a greater weakness formerly than today. Were there but one deviation we might fancy the explanation admissible.

Such speculations would be interesting but for one controverting fact, viz.: there seems to be at least one signature of his spelled Amerigo in 1492, some years before he could have published or composed the writings which gave him his fame as an authority on the New World. In other words, the name of Amerigo for Vespucci is as old as the discovery of America by Columbus. Consider also in this connection that if a geo-

graphical name were likely to attach to discoverers and writers it would certainly have been given to Columbus himself.

Furthermore, the debate upon the naming of America began very close upon the time of Vespucci, when the whole world bitterly denounced Vespucci for stealing the honor of naming the continent from Columbus to whom it rightfully, as the world thought, belonged; yet at that early day it proved impossible to correct the mistake.

The false naming of the continent is due to the capital error conceived by Columbus as to the nature of his discovery. He supposed he had come upon a country with a name, India. It is even doubtful if Vespucci ever was better informed.

Until it was known to be a new and unnamed world no name would be likely to be given. West Indies served as a name for a time. After Columbus' third voyage, in which he coasted along South America, the name *Tierra Firme* was used by him, as it was supposed to be the continent of Asia. In 1500, the name *Terra Sanctæ Crucis* was given by Cabral to Brazil. In 1502, Vespucci referred to it as *Mundus Novus*, not that it was supposed to be actually a new world, but merely a new part of the world. It was not yet known to be a new continent.

As late as 1507, a year after the death of the discoverer, there was no general concurrence in the name. At that time a tract was prepared by Waldseemüller, at St. Die in one of the valleys of the Vosges mountains,—there being a little circle of geographers at a college then there,—in which the name America was proposed, under the influence of the writings of Vespucci, to which they evidently had access.

Another little work was published at Strasburg, in 1509. This had on its title page "America newly discovered," and credits Vespucci unreservedly with the discovery.

A subsequent publication in 1513 at Strasburg does not follow up the attempt to name the continent, but gives credit for the discovery to Columbus. In the meantime, the former publications having gone forth, cartographers were making maps with the name America upon them. It would seem, therefore, that the first attempted naming was due to a mistake.

It was not till news of Balboa's discovery of the Pacific ocean, in 1513, reached Europe that the true character of the discovery of Columbus dawned upon the minds of men. In this we have an explanation of a continent visited and talked about in Europe for twenty years without a settled and right name. It would have a name when it was definitely known how it was related to the rest of Asia. We see how it is that Ferdinand Columbus, son of the discoverer and a historian, though he possessed a copy of the tract referred to, which he carefully annotated, paid no attention to the attempted naming after Vespucci. It was a matter of no consequence.

And when the world after Balboa's discovery awoke to the fact that a continent had been misnamed, it was too late to remedy the mistake. The geographies were printed and the name had gone into history. Vespucci's fiction of two earlier voyages than the ones he undoubtedly made, was probably assumed from a vain desire to add value or prestige to his writings. He does not seem to have taken any active part to secure the name.

The deception which aided in giving his name to America has brought unstinted blame upon the not too scrupulous hero of the name. The name, at first applied to South America only, was afterward extended to both divisions.

"If all the means of education which are scattered over the world, and if all the philosophers and teachers of ancient and modern times were to be collected together, and made to bring their combined efforts to bear upon an individual, all they could do would be to afford the opportunity of improvement."—*Degerando*.



## Notes Upon Letters.

There are more teachers thinking than before—that is evident. Once the entire effort was to get a position and to get the pay; now there is an attempt to get the educational machinery into better order, and along with that comes the perception that the teacher is the fundamental idea, and the machinery of schools and furniture and text-books only secondary. In looking over the large correspondence that comes from the field, the writers are the remarkable features. Given a man with earnest sympathies for children and fair observing powers as to the results of the schools, and you have a correspondent during the second year of his teaching; the first year he is too busy with his surroundings. He will write first for information; then you see he is getting on the track; you see him in some important position as the years go on. If he does not become conservative and afraid of his school board he continues to write; but ordinarily one or the other of these causes brings him to a standstill.

A correspondent after detailing the bad behavior of the young ladies in his community, their disregard of parental authority, asks, "Is not this due to the advanced (?) kind of education that prevails now a-days? In old New England days such conduct would not have been tolerated."

The conduct he complains of is due to a misuse of the personal freedom enjoyed. The teacher is not wholly to blame, perhaps not to blame at all in that locality, but the school has got to comprehend this large personal freedom element. The school must aim at something besides the 3 R's—the making over (in many cases) of the entire man. There is ten times the intelligence there was in the New England days referred to, not ten times the culture, and the effect is apparent. Increase the culture.

A long letter is taken up with a description of a school composed mainly of hard characters where no whippings are given; it is interesting. The writer concludes: "I feel altogether better than when I relied on whipping; I feel stronger, too; I look at a young man a foot taller than I am, conscious of a moral superiority; he feels it too. I have good order; they mind every word."

His plans seem very simple; he throws himself, so to speak, on the boys: "This is your school; what will you make of it?" His work is undoubtedly of a superior kind, not found in many places. In reading his letter, one thinks of the apostles; he is a human redeemer. And such the good teacher ought to be.

A teacher in a town in Michigan comes to the conclusion that "a teacher can get no strong social standing; he may be tolerated for want of better people; he is allowed a place generally because there is a dearth of suitable materials out of which to make society."

That is the ground a good many who make a part of society stand on. But has the teacher, in general, much of a claim to a place in society; and to a high place? Has the teacher, the average teacher, any culture or gifts to bestow upon society? Think over the teachers you know, and consider whether they have shining traits; they have no wealth, name, or position; they must come into society then upon tolerance, or as cultured or gifted persons. Anyway more teachers form a part of society than formerly. The question, "Shall I remain a teacher?" is asked quite often. One has begun to read law and thinks he will do better to quit teaching. The question is not an easy one to reply to, not knowing the individual circumstances. In general, no teacher should continue to teach if he has not a deep interest in seeing children or young people make improvement. If a man is determined to get money, to be rich, he cannot be happy in the school-room; if he is satisfied with a moderate compensation, and is made happy by seeing his pupils growing better, nobler, purer, stronger, then teaching is evidently his field of labor. Where one's heart is there he should labor. But there are those who love teaching well enough, but who desire some more active field, even if it yield no more money; it is by no means wrong to seek such a field.

## Course of Study in Ungraded Schools.

By W. G. IRWIN, Mt. Pleasant, Pa.

Among the many wants of the country schools of our land a regular adopted course of study stands prominently to the front. In the educational, as in all other fields of art and science, we are constantly developing some new ideas. As teachers we must keep pace with the giant strides of our calling, and the patrons and boards of education must not be left to lag in the distance.

While the course of study in ungraded schools is no new topic to our leading educators, its successful working has as yet been chiefly confined to paper. All who are familiar with the working of our graded schools will readily see the advance made by the adoption of something of this sort in the ungraded schools. As is the case at present each teacher is left to choose the work of the term, and, with a few exceptions, very little attention is paid to the work of his predecessor. His individual taste guides him in

arranging the work. Thus we see that for want of a regular course adopted by the board of education, little real progress is made and a great amount of the teacher's and pupil's time is wasted.

That the course of study can be made a success in the common ungraded schools has been successfully demonstrated by the greatly improved condition of the schools of Mt. Pleasant township, Westmoreland Co., Pa. In this course of study the public school period of a child's life is made into three divisions or periods of three years each—the primary grade, the intermediate grade, and the advanced grade. While it was not expected that all the pupils would complete the course in that time it was expected that the teacher should aim to accomplish this. The work of each period is given as follows:

### PRIMARY GRADE.—THREE YEARS' WORK.

*Reading.* From blackboard and chart. First and Second Readers completed.

*Spelling.* Oral and written; spelling of words in readers and primary spellers, with intelligent use of words spelled.

*Language.* Copying sentences from chart and blackboard; talking and writing after information has been given or object lessons have been presented; letter writing; liberal descriptions and imaginative stories from pictures.

*Number Work.* Numbers developed by object to twenty; combinations and separations of all numbers under 100 by the four fundamental operations; halves, thirds, fourths, fifths, sixths, sevenths, eights, and ninths developed, employing much concrete work.

*Writing.* Copying, using ruled or spaced lines, tracing books (full series) and No. 1 copy book.

*Miscellaneous Work.* At least one lesson every day on one of the following subjects: form, measurement, direction, color, plants, animals, human body, and some minerals; singing every day with opening exercises and also at other times.

### INTERMEDIATE GRADE.—THREE YEARS' WORK.

*Reading.* Third and Fourth Readers completed; supplementary reading with frequent drills on sight reading.

*Spelling.* Phonetical, oral, and written spelling, with intelligent use in sentences of all words spelled, and frequent lessons in words selected from other branches.

*Language.* Letter writing and descriptive work continued and primary language lessons completed.

*Arithmetic.* Primary arithmetic completed, with daily drills in the oral exercises and original practical problems.

*Geography.* Primary geography complete; map-drawing and imaginary journeys.

*History.* Story reading relative to the child life of many celebrated persons, story-telling; local history and the reading of some good primary book.

*Writing.* Copy books 2, 3, and 4, and penmanship considered in all written exercises.

*Physiology.* Primary text-book complete; subject, taught, observation, experiment and diagrams.

*Miscellaneous Work.* (Some each day) Drawing, memory gems, information lessons, singing, morals, and manners; declamations and recitations.

### ADVANCED GRADES.—THREE YEARS' WORK.

*Reading.* Fifth Reader and works of standard authors, with frequent supplementary reading.

*Spelling.* Oral and written, using advanced spelling book; meaning and use of words; diacritical marks; synonyms, syllabication; etymology by special use of dictionary; lists of words selected from other branches, and written exercises.

*Language.* Advanced language lessons; with frequent drills in composition; analysis of selections from reading lesson.

*Arithmetic.* Advanced book; special attention given to oral exercises and original practical problems continued; simple forms of book-keeping.

*Geography.* Advanced book, constructive method.

*History.* Topical method, with text-book, and a combination of biographies, as in intermediate grade.

*Writing.* Analysis of letters; regular copy books 5 and 6; blank books for practice and copying miscellaneous poems, etc.

*Physiology.* Advanced books; observation; experiment and diagram continued.

*Miscellaneous Work.* Work of intermediate grade continued; elements of natural sciences, general literary work, composition, declamation, and recitation.

The examinations for graduation are conducted by a board of three disinterested teachers, and the results of such examinations are submitted to the school board, who issue a diploma to all found to be proficient, entitling the holder to admission to the junior year of any state normal school in Pa., without further examination. This course has been strictly enforced with gratifying results. The position of teacher has become so desirable that no trouble has been experienced in securing first-class teachers.

While the ideal has not yet been reached, the adoption of such a course of study will do much to raise from obscurity the ungraded schools of our land.



## History Devices.

By ELLA M. POWERS, Milford, N. H.

How to make history interesting has puzzled more than one bright teacher. The ordinary pupils seek and enjoy variety. Let the *personal element* be kept foremost in history. Each pupil may be required to personate some character in the account of explorations, settlements, wars, or administrations. If the laziest boy in the class is asked to be Christopher Columbus and tell all the principal events of his life, a marvelous transformation is often the result: a new interest will be manifested.

Many a boy when asked to represent a famous explorer will suddenly gain new life and enthusiasm, for what boy does not delight in adventure, narrow escapes from death, and dazzling tri-

umphs? Old histories will be searched and public libraries visited for added information. The boy who represents Washington, Franklin, Lincoln, or Grant will feel a sense of responsibility that was never before experienced by him in school.

Again, a lesson on the "Causes of the Revolution" may be better impressed by representing the English by half the class and the Americans by the other half.

Let the Americans give an account of their complaints and injuries and the English will then state their feelings toward the Americans. Petitions may be brought before King George III, whom the teacher can personate, and a bright teacher in this character can impart much valuable information.

As the war is studied, assign the character of the generals to different pupils. The boys who are chosen to represent Arnold

and André will never forget that plot. The battles fought will possess a double interest and the victory be a glorious triumph for the pupils.

In the "administrations," where certain boys become presidents or members of the cabinet, history means more to them than any other study.

Besides this idea of a personal element introduced into the history lessons, the teacher should give much time to the geography of a country. In the history class this may be done by preparing a number of cards upon which shall be written a state and below it three principal battles fought in the state. Four cards constitute a book and the game can be played like the well known game of authors. These cards may be prepared by the scholars, to whom it will be a pleasure and a profit.



NATIVE TRIBES OF ALASKA.

We are enabled to use this cut through the courtesy of Porter & Coates, Publishers, Philadelphia.

### Alaskan Native Tribes.\*

And this land so fraught with promise—  
Teeming full of grandest beauty—  
Bearing untold stores of fortune  
Underneath its varied surface—  
Long has held its hidden millions  
For its own poor heathen natives.  
Some, alas, how few the number!  
Ages back received and cherished,  
And they still hold fast the doctrines  
Which the old Greek Church bestowed them;  
More, with souls all warped by witchcraft  
And with threatening demon-worship,  
Live like hunted beasts, in terror  
Of some lurking danger waiting  
To destroy them or to dog them  
With persistent, vengeful venom!  
Others, taking life more gayly,  
Trust to spirits, good or evil,  
Who with fateful power will bear them  
To some place beyond life's border,  
When or where they do not question.  
Yet these soul-warped people ever  
Live to rules firm set and guarded,  
By which tribes and subdivisions  
Know and hold the land assigned them,  
Certain that the bold encroacher  
Pays most sadly for his folly.  
The Orarians take precedence,  
Classed as Esquimaux or Innuits,  
Dark Creoles, and sturdy Aleuts—  
These hold close along the seaboard,  
Claiming nearly all the coast-line  
And the islands near adjoining;—  
Save where here and there the Indians  
Have and hold small coast possessions,  
Which they won by force or cunning.  
Living close beside the ocean,  
These brave tribes fear not its raging,  
But they face its foaming billows  
Coolly daring, using mostly  
Boats their own skilled hands have fashioned

From the skins of great sea-lions,

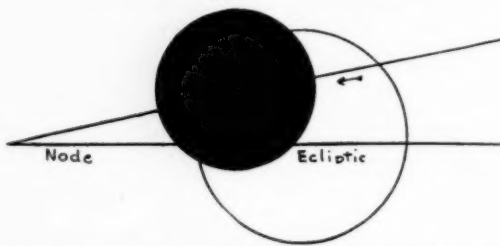
Forth they dart with wondrous fleetness:  
Light as down they ride the billows,  
Holding safe the fearless boatmen,  
Who with skilful strokes can guide them  
Where the prey is fat and plenty.  
These, with spears, and hooks, and bludgeons,  
Aid the dauntless navigators  
In their quest of fish or walrus,  
Pondrous whales or soft-furred otter,  
Which supply their food in season,  
And their clothing, shoes, and vessels  
Which they carve with strange devices,  
But with skill and grace surprising.  
All array themselves in garments  
Made of skins their arts have taken—  
And they fashion them for comfort,  
Though with doubtful grace or beauty,  
Save a few who deck the borders  
Richly bright with quills and fringes,  
Or with furs of varied shading,  
Forming wraps grotesque and startling.

For their homes they make rude dwellings,  
Mostly underground and dismal,  
With no light but burning blubber,  
With no pure, clear air for breathing;  
And the only signs to know them  
Are the mound-like roofs, grass-covered,  
With one hole for smoke escaping  
And another made for entrance.  
Here they live, but make long journeys,  
Hunting richest furs for traffic;  
Softest seal and costliest otter,  
Walrus hides and tusks for ivory,  
Whales for light and food and barter,  
And for bones to roof their houses,  
While great fishes without number  
Come to keep in food the natives  
Whose strange life we cannot fathom.

\*From *Alaskana; or Alaska in Descriptive and Legendary Poems*, by Prof. Bushrod W. James, A.M. Published by Porter & Coates, Philadelphia.



## The Eclipse of the Sun.



The partial eclipse of the sun on Oct. 20, will furnish the ingenious teacher with an opportunity to illustrate simply a very wonderful phenomenon. Let there be a string stretched across the school-room; in front of the pupils and over the teacher's desk is a good place. On this put a disk of cardboard, four inches in diameter, cut out of a box; paint it yellow. This represents the sun; let the disk be in the middle of the string. Stretch another string across, cutting the first one at an angle of about five degrees; it may be a foot or more distant from the other string as may be convenient, only the latter string, as it represents the moon's orbit, must be nearer the pupils' than the other string. It is well to put the strings up seven or eight feet above the floor, as they will be in position several days. On this second string put a disk of black cardboard—both disks are to have their flat faces towards the pupils. (If they can make two paper balls the illustration will be better shown.)



The disk on the sun's orbit will be at the crossing point; measure up twelve inches and the place of the moon (represented by the white disk) will be shown for Oct. 19; it will be remembered the moon advances twelve degrees per day.

(1) The teacher will explain what an eclipse of the sun is. (2) That one is to take place on Oct. 20. (3) That the moon's and sun's orbit are represented by the strings; and the sun and moon by the disks—the moon's orbit at an angle and nearer than the sun, etc. (That the moon goes around in 30 days—in one day one-thirtieth of 360 degrees—12 degrees, and that one foot, or twelve inches, will represent these twelve degrees.)

Suppose he begins four days beforehand; on Monday, Oct. 16, he fixes the moon's disk four feet from the crossing point; on Tuesday after a little talk he asks, "How far has the moon advanced since yesterday?" "Twelve degrees." Then we will advance the moon along twelve degrees in her orbit." A pupil moves the disk. (The reason of this is that what they do they are interested in and remember.)

The same thing is done on Wednesday. All are told to be ready to watch what is going on in the sky on Thursday.

On Thursday the moon's disk is moved along up to near the crossing place.

On Friday the moon is moved along to its proper place. Then reports are called for.

On some other day the moon is put back to the position it had on Oct. 16 and some pupil stands up with a pointer and explains what is represented; moves the moon along and finally tells about the eclipse. This forms a splendid subject for a "topic exercise."

The eclipse will begin in Boston, 24 minutes past 12 P. M.; in New York, 12 minutes past 12 P. M.; in Chicago, 4 minutes past 11 A. M.; in Portland, Ore., 48 minutes past 8 A. M.

Every pupil should be provided with a piece of smoked glass or a piece of a junk bottle. It is a partial eclipse, that is, it does not enter wholly on the sun's body. It will not be visible in all parts of North America; the people in Southern California and in Western Mexico will not see it.

(The above cuts and explanation of the eclipse of October 20 were prepared to appear before the event, but were omitted by mistake. They can be used, however, as suggested in the third paragraph from the last.—EDS.)

This is the very latest and very best: The teacher had been teaching the little folks to say a psalm, and when she thought they all knew it she called on those that thought they did to hold up their hands, and from the little volunteers she called on a bright little boy who began very nicely, but who broke the teacher all up when he rendered a familiar passage thus: "Thy rod and thy staff they come for me."—Ex.

## History in our Schools.

By M. M. LOWARY, New Brighton, Pa.

Probably no subject taught in our public schools gives so great scope for culture as history. The memory, the reason, the imagination are all brought into play. The teacher who complains that she cannot interest her class in history, or that they "do not like history," needs help.

In a class of average ability very few will be found who do not like an interesting story. Find out how many enjoy reading, by asking how many have read some interesting story. Every child who will read with interest a story-book can be taught, not only to tolerate, but enjoy history.

It seems that there must be some error in the first use of the text-book. Children in the intermediate grades who have oral history lessons, are invariably pleased. Pictures are shown them and the most interesting facts told. When these children get their histories on entering the grammar grades they are delighted—for a short time.

What is the difficulty? In the first place many children have not access to any history but the text-book. As they are only beginners, short lessons must be assigned; and, after conning one or two paragraphs for a few minutes, the active child mind tires of the monotony. One of two things follows: either the words are learned regardless of meaning; or the child reads on and on, until he has a long confused story in his mind, from which he is not able to evolve the particular paragraph you wish. When class is called the parrot-like repetition of the first child is commended; the other children hear this, and resolve to learn their lessons "by heart." What is the result? Very exact recitations; excellent examination papers—so long as the superintendent neglects to ask "Why?"—children crowding meaningless phrases into their brains, and cordially detesting history.

How shall we remedy this? The pupil must have reference books. In assigning the history lesson call attention to important points; ask the children to see if they have any history at home with the lesson in it; tell them on what page, in the books of reference at school, they will find the points needed. Then be sure they understand the language of their own history. An excellent exercise, and one which they will enjoy, is to have them rewrite the lesson before class using synonyms for any new or difficult words.

In the recitation give the class perfect freedom; encourage them to supplement each topic with facts they have gained. Let them ask questions as freely as they answer them, and you will find your history class instead of dragging, will be difficult to keep within programed time. Above all things ask, and lead the children to ask, "Why?" In beginning history this year we have been surprised at the queries that come from little boys and girls of twelve or thirteen years. Never answer a question yourself that a pupil can answer, and here again you will receive replies that are astonishing.

With classes in the highest grammar grades we encourage the reading of contemporary history. The settlement by the Huguenots becomes much more interesting after some pupil has given a brief sketch of their persecution in France. Some points in English history are absolutely necessary to a clear understanding of events in the colonies. Pupils who read enough of the history of England to understand the character of the sovereign will have a much clearer conception of the reasons for events in our early history.

Once get your class thoroughly interested and you have not only gained the day in your class work, but, better still to the true teacher, given your class a taste for reading that will have an influence for good on their whole after lives.

## The Story of "Yankee Doodle."

By A. R.

The boys from Miss Vane's room had a grand good time at recess, sitting on the fence, and singing "Yankee Doodle" at the tops of their voices. Miss Vane stood at the window watching them. The boys knew that she liked their singing, loud as it was, for she smiled and began to beat time, using her pen for a baton. When they came in after the bell rang, they did not get quiet at once; there was a little wave of excitement, and Ned Parker giggled outright.

Miss Vane did not scold. She was about to call the history class, but she paused with her hand on the bell. "Who knows the story of Yankee Doodle?" she asked pleasantly. "Ned thinks that 'it was composed at the time of the Revolutionary war.' No, Ned, it is older than the Declaration of Independence. We must go back a long, long way to trace this song. Some authorities claim that it was originally written in Greek. 'Iankhe Doule,' pronounced in English fashion, does sound something like Yankee Doodle. It means 'Rejoice, O Slave!' The tune next took a long journey and settled in England. You know

what silly songs are sung in the time of our political campaigns. I suppose you boys are singing some of them now. The air of Yankee Doodle was sung in the time of Charles First to ridicule—guess whom, boys? The Cavaliers sang it to make fun of the Roundheads. Who was the foremost Roundhead? Yes, James, it was 'Cromwell.' This is what the Cavalier boys sang to torment the little Roundheads.

'Nanke Doole came to town  
Upon a Kentish pony;  
He stuck a feather in his cap,  
And called him Macaroni.'

"Cromwell came from Kent, and when going into Oxford he wore a single plume in his hat, fastened in a knot called a *macaroni*."

"It came to America with the British, and a British soldier in the French and Indian war applied it to the colonial troops, who appeared very ridiculous when contrasted with the well-drilled 'regulars.' 'Yankee Doodle' seemed a good name for them. The Yankees themselves did not mind the nickname; in fact, they must have liked it, for they soon adopted it as a sort of national air."

"A few years later during the 'Revolutionary war' the British regulars sang:

'Yankee Doodle came to town  
For to buy a firelock;  
We will tar and feather him,  
And so will we John Hancock.'

"No, Dick they 'did not do it.' The Yankee firelocks were too much for them. The old tune seems almost as much a part of us now as Bunker Hill or the Stars and Stripes themselves. Suppose we sing just one verse before we recite the history lesson."

## A Trip to St. Petersburg.

(For Supplementary Reading.)

By EVELYN C. DEWEY, New York City.

We shall talk to-day about the capital of Russia. Who founded St. Petersburg, Mary?

"Peter the Great, in 1703."

Yes. This land, including Finland and Lapland belonged to Sweden. But Peter needed another seaport, Archangel being ice-bound nine months of the year. So he quietly took possession of this land and forced thousands of workmen, prisoners and peasants, from all parts of the empire, to transform this unhealthy marsh and the numerous islands into a fit abode for man. Many lives were sacrificed; still, the city gradually rose and was populated by families drafted from other towns, who were not only ordered to live there, but also to beautify the city. Do you remember, Jennie, the toll all ships coming into Venice had to pay?

"A marble pillar for St. Marc's cathedral?"

Yes. And for years, no cart or ship could come to St. Petersburg without bringing stones for the paving of its streets. Kitty, what was the ancient capital of Russia where the Kremlin or castle was?

"Moscow."

Let us start from Moscow here on the map, and travel northwest toward St. Petersburg. We leave rolling hills and pass over a country becoming more and more level, the vegetation thinner, the trees smaller, and we are growing tired of this endless plain, when suddenly, on the horizon appears a splendid city—gilded domes and spires pierce the pale blue sky! As we approach, we can see wide avenues extending from the suburbs into the heart of the city to the river. The islands and river shores are covered with massive buildings, interspersed here and there with beautiful gardens planted with limes, birches, and firs. The canals, like the river, are walled with granite buildings and crossed by numerous bridges. Some of the river bridges are made of boats which are taken away in winter.

"Why?" asked Kitty.

Because the river freezes over early, and when in April the ice breaks up, wooden bridges or boats unless removed, are staved to pieces. But let us go over to Citadel island and see the celebrated Cathedral and Fortress. Do you know what they are called, Mary?

"Fortress and Cathedral of St. Peter and St. Paul."

Yes. The prison, called Troubetzkoi Ravelin, is where political prisoners are kept, sometimes for years, awaiting their trial; and many, in the end are found innocent. The cathedral is the burial place of the tzars since Peter the Great. To the right of the Fortress, of course you have heard, there is, encased in a brick house, the wooden cottage of three rooms where Peter the Great lived and superintended the building of the city. It is now used as a chapel for sailors.

Let us pass from the crowded north river side over the Nikolai bridge (strong iron arches, supported on massive stone piers), and we are on the beautiful south side, near the Admiralty, a

building half a mile in length. Jennie, for what do you think this building is used?"

"Has an admiral anything to do with it?"

Yes; and it is used for all business relative to the navy. By the bridge, near the river, we see the equestrian statue of Peter the Great. Its base is a huge boulder which was found in the mud a few miles from the city, where it was looked upon with awe by the peasants. One day, it was struck by lightning and by the fragments broken off, it was found to be full of crystals, agates, amethysts, and other valuable stones. It was removed to the city, and now forms a fitting base for the statue.

We will walk on by the river to Admiralty square. The first thing which attracts our eye is the red granite shaft in the center, which rises, including the bronze pedestal and angel holding a cross, over 160 ft. above the surface of the square. It bears simply the inscription, "To Alexander the First, Grateful Russia." In this square, we see the stately Winter palace, pride of the tzars. Here, in a guarded room, sparkle the court jewels. By covered galleries, the Palace communicates with the Hermitage where all schools are represented and the most famous works of art are kept. In the square, too, is the greatest of Russian churches, the imposing cathedral of St. Isaac. Built of red granite in the shape of a Greek cross, its gilded domes ablaze with real ducat gold, it is said to have cost \$70,000,000; but much of this was expended in making the marshy ground solid.

There are many other buildings worthy of notice, but we must hasten on to the principal street which radiates from the square, Nevski prospekt. It reaches way out for three miles and ends in the monastery of Alexander Nevski. On this gay street, are palaces, churches, noble warehouses, and the great bazar in which every trade has its quarter.

In winter, we see sleighs fly past drawn by three horses with silver-mounted harness and bells; Cossacks on horseback, officers resplendant with gold lace and orders; gay throngs wrapped in furs everywhere. The tea-shops are crowded and there is good cheer and merriment in the air.

But the time is all gone. Remember all you can of this talk and bring in a composition, Monday, on St. Petersburg, the capital of Russia.

## Supplementary.

### Cannot Always Adjourn.

(The main object of this debate is to show the exceptions to the rule that "a motion for an adjournment is always in order"; the other object is entertainment. Any number of boys (or boys and girls) can be employed. There must be a good deal of life and ready participation; those who do not speak should make a show of taking notes and rising from time to time, and pretending to want the attention of the president. The president should sit in the center; the secretary in front of him, a little to one side facing the audience; the members range on each side so they can see the president and the audience. In speaking they must turn to the audience. The president must speak in a loud authoritative voice. If there are girls, attention must be given to them when the adjournment takes place; offering as escorts, etc.)

(Several boys enter talking; the president takes his seat and raps with his gavel.)

*President.* The Lyceum will come to order; the members will please be seated. (They sit; he waits a moment.) The secretary will read the minutes of the last meeting.

*Secretary.* The Lyceum met on (give date one week preceding); the minutes of the last meeting were read and approved. The subject proposed for debate was, "Was the execution of Major John André justifiable?" James Smith opened the debate. Henry Osborn rose to a point of order which was that debating was out of the question when the thermometer pointed to 44 degrees and there was no wood. The point of order was declared to be well taken. Charles Tompkins moved the appointment of a committee to purchase wood. The president named as such committee Messrs. Tompkins, Wood, and Cole; whereupon the Lyceum adjourned.

*Pres.* You have heard the minutes of the last meeting, are there any corrections? If not they stand approved; they are approved. (Raps.) What is the next item of business?

*Henry Jones.* Mr. President.

*Pres.* Mr. Jones has the floor.

*J.* I move that the subject we had for discussion at our last meeting be taken up at this meeting. (Sits.)

*Pres.* You have heard the motion; all in favor of that motion say aye. (Several ayes heard.) All opposed, no. (The ayes have it.) The debate will begin.

*Smith.* Mr. President (faces audience), one week ago I rose to present reasons why Major John André should have been executed, as he was. I was then impressed with the importance of the act, but, if possible, I am still more impressed to-night. When I look around on this audience of peaceful, happy people, these aged men and these blooming maidens, I reflect that no such thing could have been if John André had not hung upon the gallows.

War, sir, I will admit is a dreadful thing; but at times there is no other way but to go to war, and when you have a war it must be made an awful affair. War means the killing of people; some one is going to be hurt. The execution of a spy is one of the occurrences that show war is in existence. Men must be terrified so they will not be spies. But, Mr. President, there are others who are to speak, and, I doubt not, most eloquently, on this occasion.

*Charles Cole.* Mr. President, I differ from the gentlemen who has just spoken. It has always seemed to me that John André might have been spared. He was a young, a brave, and a noble character—

*A voice.* I move we adjourn. (*Confusion. "I second the motion, Mr. President."*)

*Pres.* (*Rapping smartly with gavel.*) The motion to adjourn cannot be entertained.

*Jones.* I understand the rule to be, that a motion to adjourn is always in order.

*Pres.* This is an error; when a member is speaking he cannot be interrupted by a motion to adjourn. Mr. Cole will proceed with his remarks.

*Cole.* I was about to add, Mr. President, when I was interrupted, that, if General Washington had exercised his clemency and pardoned Major André, I believe we should have been just as well off. I do not, as I look around on this audience, draw the gloomy picture my opponent has made. It is quite possible the war would have ended sooner than it did.

*Watkins.* I move we suspend debate, as I have an important matter to bring forward. (*Talking: "Oh, it's about a reception to the girls." Buzz.*)

*Pres.* (*Raps.*) Order; the Lyceum will be in order. A motion has been made that debate be suspended; all in favor of that will say, Aye; opposed, No. The ayes have it.

*Watkins.* Mr. President, I move that at the next meeting we give a lunch, and invite in our friends. (*Buzz. "Second the motion," "Invite the girls," "Good," etc.*)

*Pres.* Order; you have heard the motion; it is now open for debate.

*Smith.* This looks very well, Mr. President, but where is the money to come from. If I remember, the treasurer said the reason there was no wood for our last meeting was, there was no money.

*Warner.* I think the idea is a good one, and that we can take up a collection.

*Jones.* I think we can do it and have a good time.

*Watkins.* I move we close debate on the subject. (*"Ah! ha! they are going to press things; previous question, eh."*)

*Pres.* The motion is made to close debate. All in favor will say, Aye; those opposed, No (*several noes heard*). The ayes have it. You will now vote on the motion to give a lunch at the next meeting. All—

*Smith.* I move we adjourn. (*"I second the motion."*)

*Pres.* The motion to adjourn is not in order.

*Jones.* I understood the president that it was in order if a member was not on the floor; there was no one on the floor.

*Pres.* But there is a call for a vote on the motion; when the previous question has been ordered a motion to adjourn is not in order. (*Raps.*) All in favor of giving a lunch at the next meeting, say aye; opposed, no. (*One loud no; confusion. "Beaten again."*)

*Watkins.* I move that three men be chosen by vote to manage this lunch business.

*Pres.* You have heard the motion; all in favor, say aye, those opposed, no. (*One loud no.*) It is carried. (*"Oh, certainly!" etc.*) who will you nominate? (*"Watkins."*) Mr. Watkins name is mentioned. All in favor will say aye; opposed, no. (*One no.*) Any other names. (*"Warner."*) Mr. Warner's name is mentioned, all in favor of his election. (*"I move we adjourn."*) The motion to adjourn is not in order, because we are now holding an election.

*Peterson.* I thought we could adjourn at any time.

*Pres.* Not when a member has the floor; not when the previous question has been ordered; not when voting. All in favor of the election of Mr. Warner will say aye, opposed no (*one no heard*). Who else is nominated? (*"Nelson."*) "Yes, his sisters will help, of course," etc.) George Nelson is named; all in favor of George Nelson will say aye, opposed, no. (*One no.*) It is a vote. What other business?

*Torrey.* I move we adjourn. (*"Oh, we have too much business; vote it down."*)

*Pres.* All in favor of adjourning will say aye; those opposed, no. (*Many noes.*) The noes have it. What—

*Watkins.* I move we adjourn.

*Pres.* This motion is not in order; one motion to adjourn cannot immediately follow another.

*Watkins.* I withdraw it.

*Pres.* It is withdrawn. What business have you on hand?

*Smith.* I move we postpone the debate we begun, for two weeks. (*Confusion. "No debate," "Lunch is the thing," "Poor John Andre," etc.*)

*Pres.* Order (*raps.*) What is your pleasure? A motion is made that the debate be laid over for two weeks. Those in favor

will say aye; those opposed, no. (*One no.*) The ayes have it. What is your pleasure?

*Warner.* I move we adjourn.

*Several.* Is this in order?

*Pres.* Certainly, new business has intervened. All in favor of adjourning will say aye; those opposed, no. (*One no.*) The ayes have it. The Lyceum is adjourned.

## Little Brown Hands.

(This will make a charming recitation for a girl, who can give the illustration of the different uses of the "little brown hands." There are eleven changes in gesture in the recitation.)

They drive home the cows from the pasture,  
Up through the long shady lane,  
Where the quail whistles loud in the wheat fields  
That are yellow with the ripening grain.  
They find in the thick, waving grasses,  
Where the scarlet-lipped strawberry grows;  
They gather the earliest snowdrops,  
And the first crimson buds of the rose.

They toss the new hay in the meadow,  
They gather the alder-bloom white;  
They find where the dusky grapes purple  
In the soft-tinted October light.  
They know where the apples hang ripest,  
And are sweeter than Italy's wines;  
They know where the fruit hangs the thickest  
On the long, thorny blackberry vines.

They gather the delicate seaweeds,  
And build tiny castles of sand;  
They pick up the beautiful sea shells—  
Fairy barks that have drifted to land.  
They wave from the tall rocking tree-tops,  
Where the oriole's hammock-nest swings,  
And at night-time are folded in slumber  
By a song that a fond mother sings.

## For the History Class.

First William the Norman,  
Then William his son;  
Henry, Stephen, and Henry,  
Then Richard and John;  
Next Henry the Third,  
Edwards One, Two, and Three;  
And again, after Richard,  
Three Henrys we see,  
Two Edwards, Third Richard,  
Two Henrys, I guess;  
And, after Sixth Edward,  
Queen Mary, Queen Bess.  
Then Jamie, the Scotchman,  
And Charles, whom they slew  
And again, after Cromwell,  
Another Charles too,  
After Jamie the Second  
Ascended the throne,  
Good William and Mary  
Together came on;  
Then Anne, Georges four,  
And fourth William all past,  
Then God sent us Victoria,  
May she long be the last!

## Supposing.

By A. K.

Supposing the wind should forget to blow,  
Or the wee pretty flowers forget to grow;  
Supposing our parents didn't care to work,  
And at every turn would a duty shirk;  
Supposing each child would forget to be kind,  
Or when it is spoken to not care to mind;  
Supposing the nice little leaves on the trees,  
And all of the little fish in the deep seas,  
Supposing the stars in the heavens so blue,  
And the tiny young plants, as in the meadows they grew,  
Should all of a sudden forget what to do,  
Whatever would happen to me or to you.

I read THE JOURNAL every week with pleasure and profit. I find in every issue something valuable. I am glad to know that it is prospering.  
DANIEL B. HAGAR.  
Salem, Mass.



## The Educational Field.



William F. Phelps, M.A.

Prof. Phelps is a native of New York; he began his career as an educator in the common schools of Cayuga county in that state, teaching for four successive seasons in the rural districts; and afterwards was made principal of the leading public school of Auburn in 1844. Upon the organization of the state normal school, at Albany, he was sent as a representative to that institution by the board of supervisors of the county. When the experimental school of practice was opened, he was designated by Mr. Page as its first teacher, and it was organized and conducted under his supervision for four successive weeks. He was subsequently placed in permanent charge of the department and the practice of the pupil-teachers was observed, guided, and criticised by him.

The varying methods of the numerous teachers working under his hands, with their varying results, could not fail to attract his attention and lead to analyses, comparisons, and deductions of the greatest significance to the profession, and he was led to conceive of education as essentially a process of evolution, development, or growth in harmony with the laws of our being. He believed that success must be attained in teaching by working upon the faculties of the child by such methods as would secure their activity or use in conformity with these laws. His doctrine was at war with the stereotyped, mechanical, bookish methods in vogue at the time, and its theory and practice, as exemplified in the so-called "experimental school," was the beginning of a new dispensation. This conception, tersely stated, was the key to his subsequent career and in it is the explanation of his exceptional success as a teacher of teachers and a leader in education.

Mr. Phelps occupied this responsible position for about eight years. In 1855 he was unanimously chosen as the first principal of the state normal school of New Jersey, at Trenton; still later he was appointed supervisory principal of the Farnum preparatory school, which was established on his recommendation. In 1864 he was invited to accept a similar position at Winona, Minnesota, and served that state for twelve years, shaping the policy of the entire normal system in a commonwealth which now supports four teachers' seminaries on a scale of liberality surpassed by no other community. Mr. Phelps was one of the leading spirits in the organization of the American Normal School Association in 1857 and was for five successive years elected as its president. He served for two years as president of the state normal school at Whitewater, Wis., and later, for four years as superintendent of the public schools of Winona, Minn. He was the centennial president of the National Educational Association, and was the presiding officer of the international conference of educators held at the centennial building in Philadelphia in 1876. He is still in active life with every promise of many years of usefulness in the pursuits of business.

The California Kindergarten Training-school has been incorporated. Rev. Horatio Stebbins, Nora A. Smith, Kate Douglas Wiggin, Mary P. Light, and Helen P. Bradbury are officially connected with it. The purpose of the school is to train and prepare persons for teaching in kindergartens and for doing kindergarten work, and to furnish persons, so trained and prepared, proper diplomas as proof of their qualifications. The capital stock is \$1 000.

The teachers of Philadelphia are petitioning for an earlier payment of monthly salaries. The police officers, firemen, and city employes receive their salaries early in the month, while teachers are obliged to wait till the latter part of the month. Wide-awake men of this city, more or less identified with public affairs, are outspoken in their denunciation of these outrageous delays in paying the teachers' salaries, always too small, and always earned over and over again. The head of one of the city bureaus says: "It is all nonsense. The teachers can be paid earlier in the month. I don't care what the act of assembly says. The teachers ought to be paid. What the board of education ought to do is to knock some of the cobwebs out of its brains and find a way of simplifying matters, and give the teachers the consideration they are entitled to. 'Where there is a will there is a way.' If the police can be paid between the first and third day of every month, the school teachers certainly ought to be paid within from four to five days after the 1st of the month. These excuses are all bosh." These earnest protests by men outside the profession are among the most refreshing things the victimized teachers who stand at the gates waiting for justice, ever receive. What class of workers on the whole round globe bear things like teachers?

The Women Teachers' Association of Buffalo has entered upon another year of prosperity. It has now 160 members. It meets on the third Tuesday of each month. The following are some of the subjects to be discussed at future meetings:

"Modifying Influence of Heredity and Environment," "The Mental Experiences of a Child of Five," "Sloyd," "Comenius," "The Technicalities of Swinton and Maxwell," "Herbert Rousseau," "Kindergartens," "Ethical Results of Manual Training," "Women as Principals of Public Schools," etc.

These meetings cannot fail to keep the fire burning. It is when kindlings are placed together that warmth and heat are radiated.

The Boston Teachers' Mutual Benefit Association, organized May 1, '89, was modeled after the New York Association, its plan, constitution, and by-laws having been submitted to the Massachusetts Insurance Commissioner, George S. Merrill, and Manager Litchfield, of the Massachusetts Benefit Association. No better authority could have been found, as they are the most experienced, reliable, and cautious insurance experts in the country. The association secured, as its advisory board, three of the leading financiers of the city,—Spencer W. Richardson, of the banking house of Richardson, Hill & Co.; S. B. Capen, of Torrey, Bright & Capen; and Stephen M. Crosby, of the Massachusetts Loan and Trust Co.

Any teacher in the permanent employ of the city of Boston may be admitted to membership by a two-thirds' vote of the whole board of trustees, and on payment of an initiation fee of \$3.00 and assessment, as may be required. No person whose term of service at the time of application exceeds fifteen years shall be eligible to membership after May 1, 1892.

The association has a membership of nearly six hundred, which is more than twice the number required for permanency, according to the estimate of the Massachusetts insurance commissioner. The permanent fund now amounts to about \$15,000. The total expenses are less than \$15 a week. It has upon its list twelve annuitants who are receiving 40 per cent. of their last salary, the average annuity being \$320.68. The average assessment is but \$8.80.

A great bazaar is to be held in December, on which occasion it is hoped to raise from \$30,000 to \$50,000.

The Slater fund for this year was apportioned among 35 institutions—from \$600 to \$25,000,—in all \$45,816.33. The fund was set apart by Mr. Slater to be spent "for the training of teachers from among the people requiring to be taught; and for the encouragement of such institutions as are more effectively useful in promoting this training." At the second meeting of the trustees they resolved that those receiving the benefit of this money should be trained in some manual occupation; since then they have promoted industrial education. J. L. M. Curry is the chairman of the educational committee, and resides in Washington, D. C.

The Albany teachers are making an effort to have their pupils surrender to them their blood-curdling reading in which they have been in the habit of indulging slyly. The boys are doing this pretty well, and the influence of the movement promises to be productive of the best results. But the teachers are somewhat shocked at the quality of the books surrendered. "The Tough Brigand of Dead Man's Gulch," *would* mix rather strikingly with the ordinary stupid school reader, and even the arithmetics would be rather worsted in comparison of attractiveness. But, to convince these boys they are starving on painted husks will be a work that will put Albany teachers in the front ranks for ethical instruction.

At the recent annual dinner of the Bridgewater club, presided over by Principal Boyden, of the state normal school, Mr. Francis

Bellamy, chairman of the executive committee of the Columbian celebration, said:

"We are in the midst of a revival of Americanism. This is to be hailed with delight. This new Americanism, however, brings with it a duty. It must be defined: it must be strong enough to absorb the tide of foreign immigration. The time has come when mere talk about patriotism is not enough. The only Americanism to be cultivated is devotion to the best interests of the country."

"True Americanism also means more than solicitude for American wheat and iron and the clothing of American bodies. It means that only what is good and pure shall be put in our politics."

"It seems to me it is in the power of the public school to take this ideal Americanism and make it the practical Americanism of current politics. Politics ought to be inculcated from the beginning of the primary grade to the end, and to teach them successfully the normal schools and other places for training teachers ought to take up this point so that this instruction may be made luminous."

"The flag floating over the school-house yard is just the symbol which makes the nation real to those who need it most. Those who have seen the flag movement in New York and have heard foreign children singing the 'Star Spangled Banner,' and follow it with thrilling salutes, must realize, if they have a thrill of emotion left, that this flag has the potency to Americanize foreign immigration, as well as to lead regiments to death."

The Department of Superintendence of the National Educational Association will hold meetings on February 21, 22, and 23, in Boston. Dr. Edward Brooks, superintendent of schools in Philadelphia, will be the presiding officer.

The National Woman's Christian Temperance Union's 19th annual meeting will be held in Denver, Colorado, October 28, to November 2, inclusive. Miss Frances E. Willard will preside. The president of the British Woman's Temperance Association will be a member of the convention.

In THE JOURNAL of Oct. 8, we spoke of the formal opening of the new Girls' high school at Brooklyn; 1600 girls are now at work in this elegant building. Fifty out of the fifty-six class-rooms are now occupied and fifty-five teachers are employed, including those for music and drawing. The schedule of work provides for four hours of recitation daily and one hour of study in school. The commercial course includes English, algebra, geography, two years of German, French or Spanish, or the same time devoted to stenography and typewriting, industrial drawing, music, letter writing, and business forms. The English course of three years gives the pupil a change for all of these, except the stenography and typewriting, three years of advanced mathematics, physics, chemistry, astronomy, English history, physiology, logic, and drawing. The four years' language course, adopted two years ago, gives most of these studies, with Latin, Greek, and German or French enough to fit its graduates for entrance to college, or with the addition of the technical training in the city's normal school classes, for the work of teaching. There are 607 girls pursuing the English course and 832 the course in languages.

The principal, Mr. Calvin Patterson, who has an excellent record for past achievement, has a fine opportunity here to make a model high school.

A novel plan has been adopted in the evening schools at Woonsocket, R. I. A deposit of fifty cents is required from each pupil entering these schools as a guarantee of attendance throughout the term. What is the idea? Is the money returned at the close of the term if he holds out faithful, or does the well known fact, that we appreciate what we pay for, account for this "partial payments" in education? or, still another side of it—does this plan keep out the disturbing element that only attend "for the fun of the thing"?

It is said that in Philadelphia the board of education has reconsidered its action extending the normal school course to five years, and will not put the rule into operation until next year. In this way, all accusation of injustice to the graduates, who entered expecting only a four years' course, will be removed. A few such victories by the opponents of the system would be a sorry defeat for the progress in Philadelphia schools.

Supt. Houck, of Harrisburg, tells the following good story:

"Christopher Columbus has recently visited the earth, stirred up naturally by the great occasion of his celebration. He asked at once what could be shown him as a representation of the America which he discovered. The electric light was shown him. He was dazzled. 'It hurts my eyes, I don't like it,' said Columbus. The electric car system was next presented him. 'Too fast! I don't like it!' again declared the old Genoese. Then in despair he asked, 'Is there nothing that is left like the America of four hundred years ago?'"

"Yes," answered the disappointed companions. "Over there in—— township is a country school. The school-house is just the one that was first used; there are no maps on the walls, no globes, no apparatus of any kind, and what is still more, they have never raised the teachers' salaries in that township!" "That's it, That's it! I like that!" exclaimed Columbus in high glee. 'I want to see that.' And they led him away to that district school

The royal commission on elementary education in England has recognized that the special studies of the artisan must have a ground-work laid for them in the elementary school, and the educational authorities have inserted in their Code for the Children of the People, a seven years' course of "Lessons on Common Things," with a view to "the care of health and the conduct of life." The training colleges are anxious to do their part in supplying teachers competent to substitute systematic courses of connected and utilitarian science for the disconnected specific subjects which have hitherto found favor in elementary schools. The following suggestive outlines of a normal curriculum may serve to show the kind of instruction required in a popular course of practical science, intended to supply reliable guidance in the concerns of ordinary life, and to form a general foundation for technical studies.

**Part I. Elementary Science.** Brief survey of physical properties of bodies serving to determine their uses and relative value.

Mechanical facts and principles most serviceable in daily life. Hydrostatic and aerostatic laws most commonly applied. Familiar notions of sound, light, heat, electricity, and magnetism.

Brief survey of the most essential facts and principles of inorganic and organic chemistry.

Leading features of physiology.

Outlines of the animal and vegetable kingdoms, establishing a classified acquaintance with the resources they supply.

**Part II. Applications of Elementary Science to the Resources and Processes of Daily Life.** The home, including design and construction on hygienic and economic principles. Materials. Fixtures and furniture. Heating and lighting.

Clothing. Food and beverages. Cleanliness and disinfection. Safety from accidents and injuries. First aid to the injured and simple remedies. Means of relief and comfort for the infirm. Precautions against endemic and epidemic diseases.

Discipline of body and mind. Popular influences of music and of the graphic arts. Employments for leisure times. Household management and thrift. Provident organizations on sound principles of social economy.

Prof. M. E. Chase, teacher of music in the public schools of Lewiston, Me., has resigned to accept a similar position in Malden, Mass. The city of Lewiston has enjoyed for several years more than a local fame for the excellence of its system of music in the public schools under the able direction and supervision of its instructor. Prof. Chase is an energetic, earnest worker, and has the rare gift of inspiring the teachers under his direction with the courage for, and pride in their work necessary to success. It is a high compliment to him to be called to work in the city schools of Malden which enjoy an enviable reputation for advancement and prosperity. The best men and women teachers are sure of recognition after valuable, patient service.

The president of LaFayette college, Alabama, Geo. R. McNeill, has received the honorary degree of Doctor of Philosophy by the state normal school at Troy. The local press says: "Dr. McNeill is eminently worthy of this distinction and its bestowal but marks the progress he is making in his life work, having already attained a place in the very front rank of educators."

The Catholic archbishop of Chicago, in his recent pastoral letter, takes a decided stand against the Edmunds compulsory education law in Illinois. Rev. John Conway, editor of the *Northwestern Chronicle*, of St. Paul, the organ of Archbishop Ireland, who heads the Liberals in their effort to support the public school system, sharply attacks the Chicago pastoral. He says: "Those who admit universal suffrage, must necessarily admit universal, and therefore compulsory education. For our part, we do not see what earthly, or heavenly difference it can make from a religious standpoint if truant children be made to go to school by an educational official rather than by a weary, hard-worked ecclesiastic who ought to be preparing his next sermon. And, whoever makes the negligent or neglected children go to school, whether he be a priest, or a philanthropist, or a school official, confers an untold benefit upon such children, does not injure the forfeited rights of the sinning parents, and does a substantial good to the country." Amen to that.

When the Africans were set at liberty, there was not a single school in the Southern states for them; of the 4,000,000 slaves about 30,000, it is thought, could read. To-day not less than 2,250,000 can read. There are 31,000 schools for the African race that form a part of the public school system of the South, in which are enrolled more than 1,000,000 boys and girls. At the present time there are about seventy institutions for their higher education where the graduates are prepared to teach their own people. In these schools are about 1,000 teachers and 16,500 pupils.



Miss Ada Sweet was nominated in Chicago by the mayor as a member of the school board, but the common council refused to confirm. Alderman Tripp made a speech on the occasion which disgusted sensible people. It may have been well to refuse to put her on the board, but to attempt to lower the reputation of one who has done so much as a public spirited citizen is wholly inexcusable.

She was appointed to the position of disbursing officer, by Gen. Grant in 1874, and was reappointed by President Hayes in 1878, and by President Arthur in 1882; the yearly disbursement amounting to \$6,000,000.

In May, 1892, she was elected president of the Municipal Order League. Through her influence the old method of burying garbage has been abolished, and it is now burned in huge crematories. She has been working for a new charter, and the defeat of her appointment on the school board was probably due to this fact.

West Virginia has six state normal schools—at Huntington, Glenville, Shepherdstown, Concord, West Liberty, and Fairmount. The three former pay \$1,100, and the three latter, \$1,200 per year salary, to the principal. Is that enough for a state to pay such an important officer?

The question whether a state compulsory educative law is constitutional or not came before the supreme court of Ohio and it was affirmed. The attorney general, in speaking of it, said: "Twenty-seven states and territories have compulsory education laws; the United States has recognized the principle in the organization of Alaska; and in all the civilized countries of Europe education is compulsory. The act does not interfere with the right of the parent to educate his child. It is the duty of the parent to educate. The right follows the duty."

The new states found normal schools, as a matter of course. North Dakota has one at Valley City which now begins its third year. It has a fine new building; the expenses are low, the tuition free. The principal is Geo. A. McFarland, a graduate himself of a normal school.

### New York City.

A claim for pensions for aged and incapacitated teachers, has been formulated by a member of the New York city board of education and presented to that body by one of their number, who gave the following facts in justification of the proposed measure:

"The superintendent reported 26 principals and teachers as no longer efficient by reason of age and its infirmities. Suppose the number double that. They receive each a salary of \$750, the minimum after a certain period of teaching. Their places could be supplied by young and efficient teachers at a salary each of \$504, or a saving yearly on each of \$246—a total of \$13,792.10. There was withheld in one year \$28,527.67 for absences, mainly of these old teachers. The saving in the difference of salary and the amount withheld make a sum sufficient to allow of a pension of \$10 a week to each of the superannuated without increasing the tax rate a penny. The strengthening of the teaching force by the infusion of young and fresh blood, and the encouragement to teachers to do their best, arising out of the assurance of provision for their old age, without additional expense, are so advantageous as to commend themselves to the plainest common sense."

The lectures begun by Dr. D. J. H. Ward last winter are to be continued at 15 E. 59 street, this year, the first occurring Oct. 9: Subject, "Social Progress and Human Inertia." Others will follow weekly, Tuesdays, 4 P.M., on varied topics. The nucleus is here offered for those who are inclined to seek the philosophy of things.

If the New York city teachers want to send greeting or compare notes with the Chicago teachers, all they have to do now is to speak through the new telephone—just a little louder.

### Fall and Winter Associations.

Massachusetts Teachers' Association, Springfield, Thanksgiving week.  
Montana State Association; Missoula, Dec. 27-29.  
Iowa State Association; Cedar Rapids, December 27-29.  
Illinois State Teachers' Association; Springfield, December 27-28-29. George R. Shawhan, Urbana, Pres.; Joel M. Bowlby, Metropolis, Sec'y.  
Connecticut State Teachers' Association, Meriden, October 28-29. W. F. Gordy, Hartford, Pres.; Joseph R. French, New Haven, Secretary.  
Rhode Island Institute of Instruction, Providence, Nov. 3, 4, 5.  
Minnesota State Educational Association, St. Paul, Dec. 27-29.  
Indiana State Teachers' Association, Between Christmas and New Years.  
Address Prof. J. N. Study, Richmond.  
Nebraska State Teachers' Association, Lincoln, Dec. 27-29.  
South Eastern Nebraska Educational Association, Beatrice, last week in March.  
New Hampshire State Teachers' Association, Plymouth, Oct. 28-29.  
Wisconsin State Teachers, Madison, Dec. 27.  
Washington State Teachers' Association, Tacoma, Dec. 27.  
Colorado State Teachers' Association, Denver, Dec. 28, 29, 30.  
North Dakota State Teachers' Association, Valley City, Dec. 28-30.  
California State Teachers' Association, Fresno, some time in December.  
Mississippi State Teachers' Association, Jackson, Dec. 27-29. J. M. Barrow, Columbus, president.

## Correspondence.

To the Editor of THE JOURNAL:—I have often heard the "third grade" spoken of as the most uninteresting and least to be desired grade in all school-work, but why should it be? I know there seems to be less individuality in this grade than in the fourth, and then the pupils have outgrown the childish enthusiasm of the primary and have not yet acquired the habit of earnest research like those of higher grades. They care little for study because they do not see the practical use of it, and they find it easier to have a good time, and are mentally lazy.

Now these disadvantages may be overcome if the teacher will not allow her interest to flag, and can succeed in arousing the interest of the pupils in their work. This grade usually has six studies beside the daily drills of writing and spelling. If the preparation of these lessons fails to keep them busy, they should be given such additional work as will enable them better to understand their regular lessons or assist in their preparation. For example, if the reading class needs enlivening, let each pupil choose an author, and collect and arrange clippings or quotations from his author. Each clipping should be numbered and all kept in an envelope. An entire recitation (or more) may be given to each author; then the clippings may be distributed and read by the members of the class at sight or after having been carefully studied.

The work in arithmetic may be made interesting for the pupils by encouraging them to formulate original examples illustrative of the principles under consideration; these questions may be given to the class, or the teacher may make a list of such questions furnished by members of the class to be used for review or examination.

Let the geography class be required to make or assist in making paper pulp relief maps, etc. Each member of the physiology class should be provided with a blank-book (not a tablet or pad), uniform in size and ruled. Physiology should be written on the outside of front cover and at the top of first page. *Rules for Health* might be written. As the first subdivision of the subject let *Care of the Eyes* be considered. Under this heading let them write from dictation such hints on the care of the eyes as the teacher thinks best to give them. Let other parts of the book be given to the *Care of the Teeth*; *Care of the Hands*; general hints for the care of the body, etc. Leaves should not be taken from this book and it should not be used for anything else. They will value these books of their own compiling more than any printed text.

The ingenious teacher will find many other ways to keep third grade pupils busy.  
FRANKY WOODEN.  
Wa Keency, Kansas.

To the Editor of The Journal:—There is a matter which troubles me, in view of the many fluctuating opinions; it might well receive consideration: When shall language teaching, so called, end and grammar begin? Some say, let it be all *language*. But the masters of style, like Howells, Aldrich, the noted poets, historians, and essayists, came along the old road of technical grammar. And this leads to another thought. "What is style in composition and how is it acquired?"

Whittier in his youth and early manhood read the Bible, and a few—a very few—notable books. His style is limpid, terse, and simple to the last degree, but exquisitely attractive and fascinating. I conclude that the very dearth of his reading fixed his style and supplied him with a rich vocabulary of strong, simple, Saxon words.

You are steadily raising the standard of educational journalism, and it is plain your efforts are appreciated.  
W. P. A.  
Boston.

Language teaching must never end, in the school-room or out; language study must go on. If it is rightly taught it will not come to an abrupt end as soon as the pupil can parse well. Just what the proper course in language is, has not been determined yet and never may be.

There is a period when the facts are everything; the child does not think of style nor of grammatical forms. This is the period when the form of the letters, the spelling, the capitals, some use of the comma, and the period, are to be taught. These are learned as he narrates his facts.

Then succeeds a period when his attention is taken by the words he uses and the structure of sentences. Still the matter is the prominent thing. Something more is learned about punctuation, but not much.

Then follows a period when the form of expression plays a more important part; his mind is more developed and he sees the aesthetic side of things. He may now write poetry somewhat; he may use figures. It is sometimes called the "Sophomoric period" in writing. This does not mean that it does not appear in girls and boys in the high school, however. To some students, at this period the derivation of words, the balancing of terms, the happy expressions, the neat figures, the pet sayings, the apt quotations, impart an exquisite pleasure; but a large number still



shamble along with poor English. All the study of grammar will not help those people. Have them write, *write*, WRITE.

A lady of my acquaintance when twelve years old hated to practice on the piano; her mother forced her to do this four hours per day. She became an extraordinary player and has an exquisite delight in hearing and performing. From this we learn that the boy or girl who is to be a good writer must *write*.

Then succeeds another period in which there is ease in writing (if the pupil has written a good deal); the words are quite carefully selected, the phrases balanced, and the general expression clear. Whether he will become a Whittier or a Howells will depend on whether he has the mind of Whittier or Howells. Yet it is true that many a gifted person fails for want of skill in expression. The great rule the teacher must observe is to keep the pupil writing; the second is, at the proper time, to call his attention to the beautiful in writing.

What is the so-called "Faribault Plan" relating to a union of public and parochial schools? Has it been approved by the Pope? *Philadelphia*. GEO. L. RENWICK.

In general it was an attempt to unite the parochial schools of Faribault and Stillwater, Minnesota, with the public schools in those places. In October, 1891, Father James Conry, a Catholic priest proposed to the board of education of the city of Faribault, containing about 6,000 inhabitants, to merge the parochial schools of the church into the public school system. The proposition of Father Conry was:

"That the children at present enrolled in the schools of the Immaculate Conception parish may receive the benefits that result from an American training, in all that the term implies; that these children may receive in their training a perfect preparation for the duties and responsibilities of American citizenship, and thereby enhance the renown of this city among its sister cities of the commonwealth as an educational center, and that our custodians in the public schools may receive from the state and country appropriations that additional per capita tax which the commonwealth wishes them to have, and which at present they fail to receive because of the maintenance of separate schools."

"In consideration of \$1 I agree to place under the management and control of the board of education of the city of Faribault the school building and all equipments known as the parish school of the Immaculate Conception church, with the grounds upon which the building is located, the same to be used by the board for educational purposes under such conditions as that board may determine to be for the best interests of all concerned."

The proposition was accepted by the board. About one month later Father Corcoran, of Stillwater, made a similar proposition to the school board of Stillwater, and this also was accepted. This action was credited to Archbishop Ireland, of St. Paul, because he is a man of broad principles.

So far as the schools themselves are concerned, everything has worked admirably up to within a few months. The one exception that could be taken was that nuns were employed to do the teaching. This caused the Protestants many heartaches, and they spread the statement broadcast that these nuns used their time and the school building at other than school hours in teaching the tenets of the Roman Catholic church.

This was entirely without foundation. The nuns were found to be capable and diligent teachers and served in their positions fully as well as though they were clothed in the habiliments of the Protestant maiden. The local superintendent of schools had the same charge over the parochial schools as over the others, and himself engaged the nuns to do the teaching.

Objections were made by both Catholics and Protestants—one thought it was giving up the parochial system, the other that it was an attempt to force the teaching of the Catholic religion into the public schools; these pointed out that the same nuns did the teaching as before. The matter was brought before the Pope and he cautiously sanctioned the movement, at the same time approving of the parochial school system.

The plan proposed by Archbishop Ireland is a sound one. A common ground must be found. Details may have to be adjusted, but the principle is all right. There should be no distinctive habiliments; nor should there be pictures on the walls to which Protestants might object. As to whether the teachers are Catholics or Protestants is no one's business; half of the teachers in the public schools of New York are Catholics.

What is the weight of a carat?  
*New Brunswick, N. J.*

E. M. WILSON.

Carat has two meanings. One means a proportion; gold of 20 carats is  $\frac{20}{24}$  gold. As to weight a carat is  $\frac{1}{32}$  troy grains (in theory), then this is divided into eights, sixteenths, sixty-fourths, etc. But the carat is not a fixed weight and does not mean the same quantity in all parts of the world. There are between fifteen and twenty different weights, ranging from .1886 milligrams, the standard of Bologna, to .2095, the Persian standard. Dutch weight is .2051; English, .2057; French, .205; in the United States, the weight varying from .2051 to .208. A New York jeweler, M. D. Rothschild, proposed the use of the decimal system; instead of sixty-fourths to use hundredths.

Hood's Sarsaparilla **absolutely cures** all diseases caused by impure blood. Try it.

## Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 50c. a year.

### News Summary.

OCT. 7.—An eruption of the volcano Colima, in Mexico, expected.

OCT. 8.—Drouth in the south of Russia and cattle plague in the Don country.

OCT. 9.—Morocco having trouble with Austria and Spain on account of Moorish outrages on citizens of these nations.—Many new cholera cases in Budapesth, Cracow, Paris, and St. Petersburg.

OCT. 10.—Solomon Hirsch, United States minister to Turkey, resigns.

OCT. 11.—Those who took part in the labor riots at Homestead, Pa., indicted for treason against the state, and the Carnegie officers held for murder and conspiracy.

OCT. 12.—A rear-end collision on the New York elevated railroad at 125th street and 8th avenue; many people injured.—Emperors William and Francis Joseph and the Austrian grand dukes at a banquet.

OCT. 13.—The South Australian ministry resign on account of the defeat of a financial bill.

### GEN. CRESPO WINS IN VENEZUELA.

Venezuela has just been having one of those needless wars for which South American republics are noted. Dr. Andueza Palacio was chosen president in 1890, for a term of two years. The effort to change the term to four years, and to have the president elected directly by congress was successful, and this arrangement was to go into effect at the end of Palacio's term, Feb. 20, 1892. A curious question, however, which became a party issue, arose. It was whether congress should first declare the new constitution, under which a congress should be called to choose a president, or should reverse the order and itself elect the president first. Palacio was accused, since his own candidacy was out of the question, of controlling the election of his successor. The cry arose that he was trying to make himself dictator. He held on to the office and Gen. Crespo, who had served one term as president himself, took up arms against the government. Palacio, not securing the success he expected, left the country as did also the vice-president, Villegas Pulido. Crespo secured a victory over the government forces early in October and entered Caracas in triumph. The United States, Germany, and Italy, have war vessels in the harbor to protect their interests.

### TENNYSON'S FUNERAL.

The remains of Alfred Tennyson were laid in the final resting place Oct. 12, beneath the pavement of Westminster Abbey. The author of "In Memoriam" lies beside Browning in the Poets' corner. The Queen sent a wreath composed of laurel leaves, tied with a broad bow of white silk ribbon. A card was attached to the wreath, on which, in the Queen's own handwriting, were the words:

"A mark of sincere regard and admiration from VICTORIA R. I."

Her Majesty also sent an everlasting metallic wreath of laurel, with the letters V. R. I. in gilt worked into a monogram and bearing the words:

"A tribute of affectionate regard and true admiration from the Sovereign."

### THE MEXICAN BOUNDARY LINE.

The survey of the boundary line between the United States and Mexico has resulted in a great surprise for some people. The custom house at Fronteras (southeast of Tombstone, Ariz.) was found to be nearly four miles south of the line, and its removal to the line has been ordered. Several rich mining properties which for several years have been worked under the United States mining laws are now in Mexico under the new survey, and the owners are much exercised, as it means a heavy loss to them on account of the duties on the ore, which is smelted in the United States.

### THE STRONGEST LIGHT IN THE WORLD.

A test was lately made of the search light that is to illuminate the World's fair grounds at Jackson park, Chicago. The electric light is perched on a high tower of the Transportation building. The direct power of the light is 150,000 candles, but with the great reflector (four feet in diameter) the power is magnified to 100,000,000 candles. The light can be turned in any direction. When thrown on the city of Chicago it could be viewed distinctly, though the night was not clear.

## A SUBMARINE VOLCANO.

It is reported from Victoria, B. C., that while a schooner was on her homeward trip from a hunting voyage an extraordinary adventure was met in the meridian of Atkha Island, at 50° 48' north. They were running at full speed when a peculiar bumping motion was felt, just as if the vessel had struck a whale beneath her keel. The sea was very much disturbed, the roll of the waves was broken, and the water hissed and seemed to boil, while not more than a half mile away a light steam vapor spread itself over the surface of many hundreds of yards. Pumice and other evidences of subaqueous eruption were found a few hours later floating in considerable quantity on the surface. The captain feels certain that they passed over a submarine volcano.

**PITTSBURG AND ALLEGHENY TO COMBINE.**—A scheme is on foot to consolidate these two places into one city. It will probably succeed.

**HORSES KILLED BY TROLLEY WIRES.**—During the recent storm in Denver, Colo., many trolley wires were thrown down. A dozen or more horses were killed by these live wires.

**TROUBLE WITH THE CHINS.**—The report was sent from Calcutta that trouble had broken out with the Chins in the northern Chin hills. A British force was sent against them from Mandalay.

**CANADA AND NEWFOUNDLAND.**—At the coming conference between Canadian and Newfoundland delegates the trade question will be discussed. It is also said that the question of Newfoundland joining the confederation will again be brought up. The only obstacle to the admission of Newfoundland to the union is the French shore difficulty. This objection can only be removed by Great Britain securing, by purchase or otherwise, the rights conceded to France in Newfoundland. It is said Mr. Gladstone favors the acquirement of these rights.

**MEDALS FOR ARCTIC HEROES.**—Commodore Melville, of the *Jeannette* arctic expedition, was presented a gold medal recently by the U. S. navy department. One other officer, R. S. Newcomb, the naturalist of the expedition, will receive a similar medal. Those of the crew will be of silver.

**ACROSS NIAGARA RIVER ON A WIRE.**—Clifford Calvexley, the young Toronto athlete, crossed the Niagara river gorge, between the cantilever and old suspension bridges, on a steel wire cable three quarters of an inch in diameter on the afternoon of Oct. 12.

**ALUMINUM MONEY.**—Sir Henry Bessemer suggests that instead of the proposed £1 note, aluminum coin of that denomination be made, redeemable on presentation. This coin would be as acceptable as a printed promise to pay, while its durability and freedom from dirt that collects on paper, would make it popular. Aluminum may be slightly alloyed so as to harden and increase its durability, and at the same time raise its fusing point, and thus render the casting of it in plaster molds by counterfeiters quite an impossibility.

## New Books.

Admirers of Walt Whitman's poetry, and also those who are not admirers, will take pleasure in reading the little book just published, entitled *Autobiographia; or, The Story of a Life*. It consists of short selections from Whitman's writings, and work on it was begun before the poet's death. Much of the compiling and editing, however, was done after his decease. The prose style of Whitman resembles the poetic in the many loose or involved sentences it possesses; but there is much terse and vigorous writing in the book. As to the substance of these extracts, we will say that there are many wise and appreciative observations of nature and life, descriptions of famous men and places (especially those seen during the Civil war), and much of the poetry and pathos of his own life. His life on Long Island with many of the picturesque scenes of his boyhood, and also his Bohemian experience in New York, are graphically described. His impressions of many of the great actors of the time and of the theaters will be read with lively interest. The book belongs to the Fiction, Fact, and Fancy series. (Charles L. Webster & Co., New York. 75 cents.)

A text-book in formal or general logic, by Edward John Hamilton, D.D., Albert Barnes, professor of intellectual philosophy in Hamilton college, New York, has appeared under the title of *The Modalist; or The Laws of Rational Conviction*. It is an attempt to connect the formulas of logic with principles, the ultimate character of which will become evident to the faithful student. Besides, the author wished to give permanent form to views which have been held and taught for years. So far as the use of this volume as a text-book is concerned, the author proposes to have it dealt with as he has dealt with other books, viz., to select the more important chapters for study. The chapters of *The Modalist* are so constructed as to facilitate this mode of procedure. They have so much independence of one another, that almost any of them could be omitted while the rest would remain comprehensible. This is especially the case with such chapters as the twenty-first, the twenty-second, and the twenty-third, in which the principles of the new analytic are somewhat minutely expounded. In the closing sections several of the longer chapters are devoted to supplementary discussions, such as are assigned to small type in the author's metaphysical text-book. For a text-book on the useful science of logic, it seems to be about as comprehensive as any we have seen, and the author's long experience in teaching enables him so to present the subjects as to economize time and mental effort. It will be in large demand among the colleges and schools. (Ginn & Co., Boston. \$1.40.)

Under the title of *Old Mother Earth: Her Highways and Byways*, Josephine Simpson has produced a science book for children. She is particularly happy in the headings of her chapters, or "talks," as she calls them. Talk I. is about "Her Wrinkled Face," and treats of the mountains; then there are other talks about "The Toilers of the Sea," and the numerous elves that perform wonders on the earth and in the air. Miss Simpson makes unfamiliar things known by the use of familiar illustrations. The book shows a thorough study of the subjects treated, much ingenuity in the weaving together of facts, and no small power of imagination. It is well illustrated. (March Brothers, Lebanon, Ohio. 30 cents.)

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As our knowledge of the world extends, regions that seemed cold, barren, and forsaken show beauties and points of interest they never possessed before. Our purchase of Alaska has been followed by a marvelous increase of knowledge of that far away land. Its mountains, forests, mines, rivers, islands, glaciers, people, animals, etc., have been often and well described in prose; but it was left for Prof. Bushrod W. James to embalm the glories of this Arctic land in verse. He has been a thorough student of Alaska, both from observation and books and printed reports. The measure of "The Kalevala" and "Hiawatha" in which the poem, *Alaskana*, is written is highly appropriate for descriptions of a wild race and land, and the choice of it shows the author's fine literary sense. It allows more freedom than rhymed couplets and at the same time is capable of wonderful melody. The author has used his instrument with great skill, and there are very few places where there is the least jar on the ear. The only trouble comes from the monotony that results when so long a poem is written in one measure. The poem is almost purely descriptive. It has not, and the author does not claim for it, unity in the strict sense of the term. It treats of the land, people, legends, customs, superstitions, etc. Prof. James has a keen eye and a poetic fancy, and these with his sense of rhythm have enabled him to produce a poem (or a succession of poems) that will be widely read and enjoyed. No pains have been spared to produce a handsome volume. The print is large and clear and there are numerous illustrations showing Alaskan scenery and people. The edges are gilt and the wine-colored cloth binding is embellished with Alaskan scenes, lettering, and elaborate designs in gilt. *Alaskana* would make a handsome gift-book. (Porter & Coates, Philadelphia.)

The title *Mixed Pickles*, which Mrs. Evelyn H. Raymond has selected for her book, suggests a conglomeration of all sorts of sweet and sour pickles. The youth who read this story, however, will find that the mixed Pickles are a German family who bear that name, and who are brought by an easy-going, good-natured brother of their father's to visit their American grandmother. Other grandchildren are domiciled in the roomy Quaker farmhouse and the adventures of the various members of the household, especially of young Fritz Pickle are a source of amazement, perplexity, amusement, and not seldom of righteous wrath to the maiden aunt whom at the last the German uncle carries off in the regulation manner. Plenty of interesting episodes are skillfully worked into the story. They are related with ease and grace, and no small amount of humor. The book has several full-page illustrations. (T. Y. Crowell & Co., New York and Boston. 12mo. \$1.25.)

A novel whose worth has been tested by time, *The Children of the Abbey*, by Regina Maria Roche, has been issued in two volumes. Its pictures of social life among the higher classes, and the interesting experiences of the heroine, will please the readers of the present day as they did their fathers and mothers. The volumes are bound in blue cloth, stamped with an appropriate design on the front cover, with gilt lettering on the back and gilt top. (A. C. McClurg & Co., Chicago. \$2.50.)

The *Primary Book of the Pupils' Series* of arithmetics, prepared by Supt. W. S. Sutton, of Houston, Texas, and Prin. W. H. Kimbrough, of Dallas, gives exercises that will make the pupil rapid and accurate in numbers. The oral drills, interspersed from page 2 to page 76, can be made to serve a double purpose. The pupils can copy them and fill out the results. It is intended that every oral lesson shall be studied thoroughly before the recitation. Such words as plus, minus, sum, etc., have not been defined, as their meanings are clearly revealed to the pu-

pil by frequent use. The book embraces practical work in the four fundamental operations, with sufficient theory to develop in the pupil's mind an almost unaided perception of the truths necessary to his advancement. (D. C. Heath & Co., Boston. 25 cents.)

The *Old South Leaflets*, which contain in a cheap and convenient form noted historical documents, have become very popular. Several of the latest numbers will be in great demand just now as they relate to geographical subjects and the discovery of America. Among the numbers are No. 29, "The Discovery of America," from the "Life of Columbus, by his son, Ferdinand Columbus;" No. 30, "Strabo's Introduction to Geography;" No. 31, "The Voyages to Vinland;" No. 32, "Marco Polo's Account of Java and Japan;" No. 33, "Columbus' Letter to Gabriel Sanchez;" No. 34, "Amerigo Vespucci's Account of His First Voyage;" No. 35, "Cortes' Account of the City of Mexico;" No. 36, "The Death of De Soto," from the "Narrative of the Gentleman of Elvas;" and No. 37, "The Voyages of the Cabots, from Hakluyt's 'Principal Navigators, Voyages, and Discoveries of the English Nation.'" These are published by the directors of the Old South studies in history, Old South meeting house, Boston, and are supplied to schools and the trade by D. C. Heath & Co., Boston, New York, and Chicago.

In the volume entitled *Intellectual Pursuits*, Robert Waters gives a collection of essays on various subjects, most of which have appeared from time to time in various periodicals. His aim has been to give assistance to those who are seeking intellectual advancement so that they may avoid the errors into which they are likely to fall. An enumeration of some of the topics treated will show the general drift of the work. These include the homes and haunts of genius, choosing a profession, indications of genius, the power of expression, how intellectual power is acquired, the secret of literary success, how great things are done, debate and debating societies, learning to write English, how life develops talent, the influence of wealth, the influence of surroundings, ideals and hobbies, how authors compose, some great orators, etc. It will be seen that he has covered a wide field. His essays are brief, full of thought, and practical, and there is an abundance of illustrations drawn from the lives of great authors, orators, and statesmen. The author has viewed life from many sides and has the faculty of presenting his thoughts in clear and concise language. The book will be exceedingly helpful and inspiring for the many young men and women who desire to succeed in intellectual pursuits. It is substantially bound in red cloth, the covers having beveled edges. (Worthington Co., New York.)

Homer Greene once spent two years at the Riverview military academy at Poughkeepsie, on the Hudson, under the preceptorship of the late Colonel Otis Bisbee. In Mr. Greene's lively and fascinating story of school life (*The Riverpark Rebellion*), Riverview becomes Riverpark and Colonel Bisbee appears as Colonel Silsbee. Many a school boy will read this tale with intense interest, as it is true to the life, full of humor, and shows up the characteristics of school boys, both good and bad, in a masterly way. Although the moral is not obtruded on the reader it cannot escape even the youngest reader. It is that honesty, truthfulness, obedience, manliness, are the best policy. Bound in the same volume is *A Tale of the Tow Path* in which Mr. Greene takes the Pennsylvania canal region for the scene of his sketch. The story is well told and will be sure to interest young readers. The volume has large print, handsome binding, and fine illustrations. (T. Y. Crowell & Co., New York and Boston. 12mo. \$1.00.)

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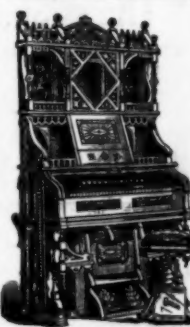
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—The frontispiece of the October Century is an engraving of the Lotto portrait of Columbus, owned by Mr. J. W. Ellisworth of Chicago. This picture has just been selected by the committee as the basis for the portrait on the souvenir coin, to be modeled by the sculptor Olin H. Warner.

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